

**EXAMPLES OF SERVICES OFFERED TO SPECIAL POPULATIONS
LISTED IN REGIONAL PLAN FINAL REPORTS**

OUTREACH

- Open Houses
- Parent/Guardian-Teacher Conferences
- CTE Program Visits by Middle School Students
- CTE Director, Special Populations, Other Staff Visit Middle and High Schools
- Exploratory Days for Special Education Students
- Displays at Open Houses and Other Meetings
- Parents/Guardians Tour CTE Facilities and Programs
- District Newsletters
- CTE Programs on Meeting Agendas
- Parents/Guardians Included on Special Populations Advisory Boards
- Development and Dissemination of Program Informational Materials Regarding Enrollment and Eligibility
- Advertisement of Available Supportive Services (Newspapers, Newsletters)
- Letters to Parents/Guardians of Special Populations Students
- Develop "Targeted Materials" for Special Populations Groups (Disabled, Criminal Offenders, Non-Traditional)
- Orientation Materials for Students
- Production of Videotapes, Brochures, and Other Publications
- Career Day Programs
- Demonstrations of Programs and Technology
- Question-and-Answer Forums

- Parent/Guardian-Teacher Conferences
- Eighth Grade Special Education Parents'/Guardians' Meetings Presentation
- Prevocational Hands-On Programs (All, Non-Traditional Areas)
- Radio, Television, and Newspaper Ads
- Outreach to Grass Roots Community-Based Organizations

COUNSELING

- Assess test results and interpret data with the student to assist in course selection, career choices, future programming, STE Transition
- Advise Students on Career Options
- Entry Counseling
- Exit Counseling
- Preparation of Transition Plans
- Maintain Anecdotal Files
- Maintain Folders for Special Education Students
- Review Progress of Students and Maintain Progress Files
- Improve Networking Between Agencies
- Direct and Assist Paraprofessionals to Provide Services
- Career Counseling
- Personal Counseling
- Assist with EEDP Development, Review, and Updating
- Assist with Portfolio Development
- Monitor Grades, Attendance, Behaviors, Overall Progress

- Survey Students to Identify Counseling Needs
- Provide Referrals to Other Agencies
- Coordinate Support Services for Students
- Assist Students in Developing Career Awareness, Career Planning, Decision-Making, Employability Skills, Transitional Skills
- Establish Linkages with Community Colleges Special Populations Coordination or Private Trade School
- Establish Communication with Service Providers External to School Settings (e.g., MRS, DSS, JTPA, MESC)
- Facilitate School-to-Work Transition
- Assess Test Results and Interpret Data with the Student to Assist in Course Selection, Career Choices, Future Programming, STE Transition
- Review Progress of Students and Maintain Progress Files

SUPPLEMENTARY SERVICES

- Curriculum Modification
- Equipment Modification
- Classroom Modification
- Instructional Aids and Devices
- Services Supporting Instructional, Social, and Emotional Needs
- Assessment
- Communicating Progress to Home School, Parent/Guardian, Special Education, Students
- Coordinating Instructional Activities Between the Home School and the CTE Class
- Monitoring Attendance and Behavior
- Tutoring

- Note-taking
- Interpreting
- Reading Tests
- Assisting with Lab Work
- Previewing/Reviewing Instructional Materials
- Computerized Instruction
- Computerized Remediation
- Direct Instructional Support by Paraprofessionals/ Support Teachers
- Integrated/Applied Academics
- Special Education Liaison
- Teen Parent/Non-Traditional Enrollee Support
- Child Care
- Study Hall/Study Tables
- Staff Training - Strategies for Working with Special Populations

Examples of Academic Accommodations

Disability:	Accommodations:
Low Vision	Large print lab handouts, lab signs, and equipment labels TV monitor connected to a microscope to enlarge images Class assignments made available in electronic format Computer software to enlarge screen characters and images Notetakers
Blindness	Audio-taped or Brailled lecture notes, handouts and texts Raised-line drawings and tactile models of graphic materials Braille lab signs and equipment labels Adaptive lab equipment (eg. talking thermometers and calculators, light probes and tactile timers) Class assignments made available in electronic format Computers with optical character reader, voice output, Braille screen display and printer output Notetakers
Hearing Impairment	Sign Language Interpreters, "real-time" captions, FM System, notetaker Face turned toward student when speaking; use of visual aids Written assignments, lab instructions, demonstration summaries Visual warning system for lab emergencies Use of electronic mail for class and private discussions Notetakers
Learning Disability	Notetakers and/or audio-tape class sessions Extended time on exams etc., alternative testing arrangements Visual, aural, and tactile demonstrations incorporated into instruction Computer with voice input and output, spell checker, and grammar checker
Mobility Disability	Notetakers/lab assistants; group lab assignments Classrooms, labs and field trips in accessible locations Adjustable tables; lab equipment located within reach Class assignments made available in electronic format Voice activated software for the computer
Health Disability	Notetakers Flexible attendance requirements, extended time on tests etc. Assignments made available in electronic format; use of email to facilitate communication

Teaching Students with Learning Disabilities

Students with learning disabilities have normal or better intelligence, but they also have severe "information-processing deficits" that make them perform significantly worse in one or more academic areas (reading, writing, math) than might be expected, given their intelligence and performance in other academic areas. Though all learning disabilities are different, students with learning disabilities report some common problems, including slow and inefficient reading; slow essay writing, with problems in organization and the mechanics of writing; and frequent errors in math calculation.

The following suggestions may be helpful in working with students who have learning disabilities, and also those who have head injuries.

- Students with learning disabilities may take longer to complete exams and may need extended time.
- Students with learning disabilities may also take longer to complete assignments, so it is particularly important to provide a detailed syllabus at the beginning of the class. The syllabus should list all assignments and due-dates.
- If possible, provide frequent opportunities for feedback: for example, weekly quizzes on assigned reading, instructor review of early drafts or essays, error-analysis of tests. If a student's written exams seem far inferior to the student's class work, the two of you can meet during office hours for a discussion of the exam questions. This discussion will give you a better idea of what the student really knows and how you can help the student produce better exams or other written work.
- Encourage students to contact you in order to clarify assignments. You might suggest that students re-phrase the assignment and send the re-phrased version to you via e-mail, confirming that the student has understood the assignment or correcting misunderstandings.
- Well before the beginning of your class, leave a list of required and recommended texts at your department office, or with the appropriate counselor, with instructions that students with disabilities should be permitted to make copies of the list. (Or put the book-list on your course website.) Some students with learning disabilities will need their textbooks ordered from Recordings for the Blind and Dyslexic, and receiving the books takes time.
- Sometimes, for disability-related reasons, students may be unable to read aloud or answer questions when called on. If students make you aware of these difficulties, you and the students can discuss other ways they can meaningfully participate in class sessions: for example, volunteering comments or making short presentations.
- Compose exams in a way that makes them accessible for students with learning disabilities.
- Make sure that exams are clearly written or typed, in large black letters or numbers, with spaces between lines and with double or triple spaces

Example From: Tools for Teaming
Resources for Linking Vocational
Programs with Special Populations
University of Hawai'i

for Teachers and Counselors: Supporting Success for Pregnant and Parenting Teens

1. Get to know each teen parent as an individual, and let them know that you are on their side.
2. Remember: pregnant teens are doing something very difficult. Give them credit for the responsibility they are taking on.
3. Be prepared to provide home instructional work for the two to six weeks the teen is out during delivery of the baby.
4. A pregnant teen may need a separate chair and desk late in her pregnancy. Try to make things comfortable.
5. Near the end of her pregnancy, your student may need extra time to get to class or use the bathroom.
6. Get to know the parent teen teacher or counselor that works with your student.
7. Keep those expectations high, and don't "baby" the student.
8. Teen parents get a lot of advice. If you're going to give advice or tips, make them fun.
9. Remind teen parents under stress that they can call The Parent Line anytime (526-1222).



for Teachers of Adults: When Single Parents or Displaced Homemakers Come to Your Class

1. Things you should know about single parents:

They may not have a place or any quiet time to study
They may have problems with getting a babysitter
Their child may be sick
If on public assistance, they may have to do volunteer work
They may not have medical insurance

2. Make yourself accessible to your students. Let them call you if they have to miss a class.
3. Be familiar with campus support systems for single parents, and get to know the counselor who is the best resource for child care or special financial aid.
4. Encourage your students to support each other, exchange phone numbers, develop a network for getting information about class work, homework, information about childcare, etc.
5. Use group activities in class, where appropriate.
6. Treat each student as an individual.